



**Journal of Social Transformation, Governance and Public
Administration (JSTGPA)**

Volume 2 Issue 2-2026

e-ISSN 3116-2916

<https://jstgc.minduraresearch.com/journal/index>

Submitted 3-2-2026: | Accepted: 5-8-2026 | Published 6-30-2026

**ALIGNMENT OF BACHELOR OF SCIENCE IN HOSPITALITY
MANAGEMENT(BSHM)
EDUCATIONAL RESOURCES WITH CMO 62, SERIES OF 2017: A
FRAMEWORK FOR CURRICULUM ENHANCEMENT AND COMPLIANCE**

Mercidita M. Quigao

Quigaomercidita28@gmail.com

Apayao State College

San Isidro Sur, Luna, Apayao

Abstract

This study evaluates the compliance of the Bachelor of Science in Hospitality Management (BSHM program of Apayao State College with the standards set by CHED CMO No. 62, s. 2017. findings reveal that the program demonstrate strong alignment in terms of leadership, faculty qualifications, curriculum structure, internship implementation, and student welfare. The presence of qualified Program Chairperson, competent faculty, structured curriculum , and well-managed internship program contributes to effective delivery of hospitality education, additionally, the institution provides adequate resources and functional laboratory facilities that support experiential learning. However, key areas for improvement were identified, particularly in laboratory modernization and enhancement of library resources, including access to updates journals and electronic database. Furthermore, there is a need to expand industry linkages to ensure co apprehensive students exposure to all functional areas required by the CMO. To address these gaps, a framework for curriculum enhancement is proposed, focusing on human capital development, resource augmentation, industry linkages diversification, and infrastructure modernization. The study concludes that while the program meets most compliance standard, strategic improvements are necessary to strengthen its responsiveness to industry demands and to support the development of globally competitive graduates.

Keywords: *Hospitality Management, CHED CMO 62, s. 2017, Program Compliance Curriculum Evaluation, Experiential Learning, Laboratory Facilities, Library Resources, Industry Linkages, Internship Program, Apayao State College.*

Publisher's Note

The *Journal of Social Transformation, Governance, and Public Administration (JSTGPA)* publishes all articles under the terms of the **Creative Commons Attribution-Non Commercial 4.0 International License (CC BY-NC 4.0)**. This license permits any non-commercial use, sharing, adaptation, distribution, and reproduction in any medium or format, provided appropriate credit is given to the original author(s) and the source, a link to the Creative Commons license is provided, and any changes made are indicated. The authors retain copyright and the publisher is granted the right of first publication.



INTRODUCTION

Education is universally recognized as a fundamental driver of sustainable development, economic growth, and social well-being. As global challenges intensify due to rapid technological change, climate crises, and socio-economic disparities, the call to align education with the United Nations Sustainable Development Goals (SDGs) becomes increasingly urgent. SDG 4, which promotes inclusive, equitable, and quality education for all, and SDG 8, which advocates for sustained, inclusive economic growth and decent work, highlight the intrinsic link between education and labor market preparedness (United Nation, 2015). These two SDGs collectively emphasize the need to develop competent, employable, and socially responsible graduates through relevant, inclusive, and future-proof educational systems.

Within this context, the World Tourism Organization (UNWTO) plays a pivotal role in shaping educational paradigms, especially in tourism and hospitality sectors. UNWTO's guiding principles stress education as a cornerstone for fostering innovation, cultural understanding, and service excellence. These principles underscore the necessity for curricula that are industry-responsive, globally oriented, and locally contextualized. Programs must be developed to produce professionals who are not only technically competent but are also ethical and culturally sensitive—qualities essential for a globally competitive service industry (UNWTO, 2019). Education for tourism and hospitality, therefore, must not only teach content but also foster values, adaptability, and an understanding of sustainability.

Recognizing these global imperatives, countries across the world have initiated reforms to strengthen educational quality and relevance. In Southeast Asia, for instance, the ASEAN Qualifications Reference Framework (AQRF) fosters comparability of educational outcomes and supports learner and labor mobility across member states. The AQRF shares goals with the Philippine Qualifications Framework (PQF), which organizes levels of education according to national competencies to bridge academic learning with industry requirements (PQF-NCC, 2012). The PQF strengthens the country's alignment with global standards and supports the Philippines' thrust toward inclusive and sustained economic development. In response to these global and regional imperatives, the Philippine Commission on Higher Education (CHED) issued Memorandum Order (CMO) No. 62, series of 2017, which prescribes policies, standards, and guidelines for the Bachelor of Science in Hospitality Management (BSHM) program. The rationale of the CMO emphasizes the vital role of hospitality education in shaping the nation's socio-economic trajectory. It underscores that tourism is a major contributor to the Philippine economy and that human resource development in this sector is crucial. Thus, BSHM programs are envisioned to



produce graduates equipped with competencies in hospitality operations, management, entrepreneurship, and ethical leadership [4]. Furthermore, CMO 62 integrates Outcomes-Based Education (OBE) as a pedagogical approach, ensuring that learning is assessed based on demonstrable skills and performance aligned with industry standards and global benchmarks.

The objectives of the BSHM program as stated in CMO 62 include: producing graduates who can demonstrate technical, managerial, and entrepreneurial competencies; ensuring their readiness for employment in domestic and international settings; and preparing them to contribute meaningfully to tourism development. These goals reflect the alignment of the program with SDG 4, by ensuring quality education that fosters lifelong learning, and SDG 8, by preparing graduates for decent work and economic growth. The mandate also demands compliance with minimum resource requirements such as industry-grade kitchen and hotel simulation laboratories, qualified faculty, and strong academic-industry linkages to support hands-on learning and real-world engagement.

Apayao State College (ASC) has expressed its commitment to national and global educational goals through its Vision-Mission-Goals-Objectives (VMGO). ASC envisions itself as a center of excellence in higher and advanced education committed to sustainable development. Its mission is to provide quality instruction, research, extension, and production services geared toward the attainment of regional and national development. The college's goals include the production of globally competitive graduates, the advancement of research-based innovations, and the fostering of community development—all of which resonate with the principles of the PQF, CHED's strategic directions, and the SDGs.

However, disparities in educational resources across geographic locations remain a pressing concern. National statistics show that rural and geographically isolated institutions, like those in Northern Luzon, frequently lack adequate facilities, qualified faculty, and industry access (CHED, 2020). These disparities hamper the implementation of outcomes-based education and hinder students from gaining experiential learning opportunities crucial in the hospitality industry. The province of Apayao, part of the Cordillera Administrative Region, reflects such a scenario. Although rich in eco-tourism potential and cultural heritage, the province remains underserved in terms of higher education infrastructure, especially in specialized fields like hospitality management.

Apayao State College (ASC) stands as the lone higher education institution offering the BSHM program in the province. This places upon it a unique responsibility to deliver quality hospitality education amid challenges of limited resources. The BSHM department is



currently navigating constraints such as underdeveloped kitchen laboratories, absence of hotel simulation rooms, limited access to industry immersion, and a shortage of faculty members holding advanced degrees in hospitality management. According to CMO No. 62, s. 2017, BSHM programs must be led by qualified deans or program chairs and supported by full-time faculty with at least a master's degree in relevant fields. In addition, the program must provide physical facilities compliant with national standards to support experiential learning (CHED, 2017). The inadequacy of these resources may compromise the program's ability to meet the desired graduate outcomes and undermine the college's role in local economic development.

Despite these limitations, mapping and assessing the current educational resources of ASC's BSHM program can pave the way for outcomes-based interventions. Through strategic resource mapping, the institution can identify gaps, prioritize resource development, and create academic-industry linkages that enhance the employability of graduates. Such efforts directly support the goals of SDG 4 and SDG 8 by ensuring equitable access to quality education and promoting sustainable economic growth through human capital development. Moreover, understanding the status of educational resources allows for a more inclusive and contextually relevant implementation of OBE, fosters faculty development, and strengthens the overall quality assurance system of the college.

This research aims to align the educational resources of the BSHM program at Apayao State College with the minimum standards set by CMO No. 62, s. 2017. It will focus on evaluating the availability, adequacy, and utilization of physical facilities, human resources, and instructional materials. By situating this study within the global-local continuum of education reform, it seeks to contribute to institutional planning, curricular enhancement, and local economic development. The findings of this study are expected to inform strategic decision-making that aligns institutional capacities with global standards, thereby reinforcing ASC's mission of producing globally competitive graduates in the field of hospitality management.

Statement of the Problem:

This study aims to analyze the alignment of Bachelor of Science in Hospitality Management (BSHM) Educational resources with CMO 62, series of 2017 and to conceptualize a Framework for Curriculum Enhancement & Compliance aligned with the Philippine quality framework and global standards.

Specifically, it aims to answer the following questions:

1. What is the compliance of the BSHM program in terms of:
 - a. Administration (Dean & Program Head)
 - b. Faculty qualification



- c. Curriculum
- d. Library Resources
- e. Laboratory facilities
- f. Industry linkage/s
2. What gaps exist in the compliance of available resources based on the compliance report?
3. What framework can be crafted based on compliance report?

Theoretical Framework

This study is anchored on three major policy frameworks that guide the development and delivery of hospitality and tourism education in the Philippines and the broader Southeast Asian region: the Commission on Higher Education Memorandum Order (CMO) No. 62, series of 2017, the ASEAN Tourism Strategic Plan (ATSP) 2016–2025, and the Philippine National Tourism Development Plan (NTDP) 2023–2028.

At the core of this study is CMO No. 62, s. 2017, which prescribes the policies, standards, and guidelines (PSGs) for the Bachelor of Science in Hospitality Management (BSHM) program. It articulates the competencies, curriculum structure, faculty qualifications, industry immersion, and physical resources necessary to ensure quality and relevance in hospitality education. The CMO emphasizes Outcomes-Based Education (OBE) and the Philippine Qualifications Framework (PQF) to ensure that graduates possess industry-aligned skills and are ready for both local and global employment [4]. Importantly, CMO No. 62 calls for educational institutions to provide adequate and industry-compliant facilities, such as kitchen laboratories and hotel simulation rooms, and qualified faculty members who can deliver both theoretical and practical instruction.

Nationally, the Philippine National Tourism Development Plan (NTDP) 2023–2028 outlines the strategic direction of the tourism sector in response to both global recovery and local development needs. One of its core strategies is the development of a quality tourism workforce by strengthening academic-industry linkages, enhancing training centers, and developing regional tourism education hubs. The NTDP promotes aligning tourism and hospitality education with national and local development priorities, including poverty reduction, job creation, and inclusive growth. It stresses the importance of capacitating educational institutions, particularly in underserved areas such as rural provinces, to contribute to local economic development through human capital formation.



Regionally, this study is informed by the ASEAN Tourism Strategic Plan (ATSP) 2016–2025, which envisions a competitive, sustainable, and inclusive tourism sector in Southeast Asia. One of its key strategies is to strengthen human capital by enhancing the quality of tourism education and training, encouraging mutual recognition arrangements (MRAs) on tourism professionals, and promoting cross-border mobility for skilled workers in the hospitality sector (ASEAN, 2016). The ATSP highlights the importance of standardizing educational qualifications and improving training institutions' facilities to align with regional labor market needs. This regional perspective reinforces the need for Philippine HEIs to elevate their educational resource capacities to match ASEAN standards for tourism labor quality and mobility. Taken together, these three frameworks provide a robust theoretical basis for this study. CMO No. 62 offers the standards and mechanisms to evaluate institutional compliance with national academic requirements. The ASEAN Tourism Strategic Plan offers a regional lens to evaluate whether the BSHM program is globally competitive and aligned with regional integration efforts. Meanwhile, the NTDP 2023–2028 provides the socio-economic rationale for mapping educational resources, especially in resource-constrained provinces like Apayao. These interlinked policies underscore the need to ensure that hospitality and tourism education is accessible, industry-responsive, and inclusive, thereby supporting the achievement of Sustainable Development Goals (SDGs)—particularly SDG 4 (quality education) and SDG 8 (decent work and economic growth).

This theoretical framework guides the research by providing benchmarks for assessing the availability, adequacy, and utilization of physical, human, and instructional resources in the BSHM program of Apayao State College.

Research Paradigm

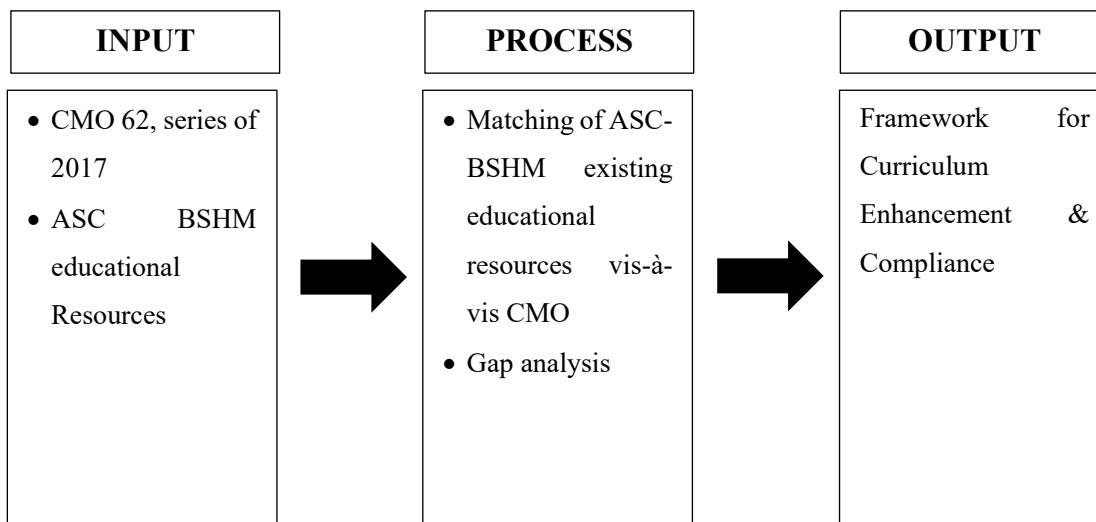




Figure 1: This study adopts the Input–Process–Output (IPO) research paradigm to illustrate the logical flow and conceptual framework of the investigation. The Input stage consists of two key components: first, the CHED Memorandum Order (CMO) No. 62, series of 2017, which provides the policies, standards, and guidelines for the Bachelor of Science in Hospitality Management (BSHM) program; and second, the existing educational resources of the BSHM program at Apayao State College (ASC), including faculty qualifications, instructional materials, facilities such as kitchen laboratories and simulation rooms, and academic-industry linkages. These inputs serve as the foundation for assessing the alignment between ASC's current resources and the national standards prescribed by CHED.

In the Process phase, a two-fold analytical procedure is employed. The first step involves the matching of ASC-BSHM's existing educational resources against the specific requirements outlined in CMO No. 62, s. 2017. This comparison allows the researcher to systematically evaluate compliance levels and identify any deficiencies. Following this, a gap analysis is conducted to determine the extent and nature of mismatches or inadequacies in terms of resource availability and utilization. This analysis is critical in pinpointing the areas that require intervention, development, or enhancement.

The Output of the study is the development of a framework for curriculum enhancement and compliance. This framework is designed to guide ASC in aligning its BSHM program with national quality assurance standards, particularly in terms of resource adequacy, faculty capability, and facility improvement. Ultimately, the output serves as a strategic tool for institutional planning, resource allocation, and academic program development. It also supports the broader goals of achieving SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) by fostering a responsive, industry-aligned, and globally competitive hospitality education program in the province of Apayao.

RESEARCH METHODOLOGY

Research Design

This study employs a Descriptive-Evaluative Research Design, which is appropriate for assessing the alignment of the Bachelor of Science in Hospitality Management (BSHM) educational resources of Apayao State College (ASC) with the standards and requirements prescribed in CHED Memorandum Order (CMO) No. 62, series of 2017. The descriptive aspect of the design allows the researcher to systematically document and present the current status of educational resources within the BSHM program, including facilities, instructional materials, faculty qualifications, and industry linkages. It provides a factual and

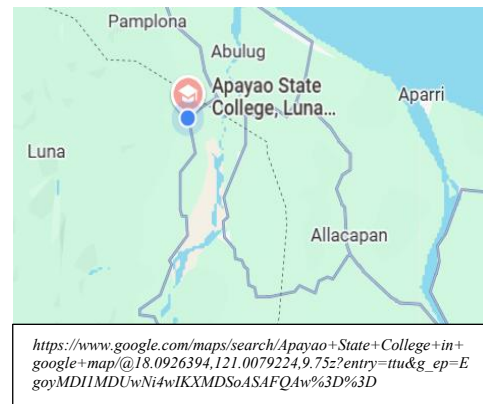


comprehensive portrayal of the program's resource profile, which serves as the basis for comparison against the benchmarks set by CHED.

The evaluative component of the design enables the researcher to critically assess the degree to which these existing resources comply with the specified national standards. It goes beyond mere description by identifying strengths, gaps, and areas for improvement through gap analysis. This evaluative process is essential in determining whether the program's implementation supports quality assurance, outcomes-based education (OBE), and the graduate attributes aligned with the Philippine Qualifications Framework (PQF). By combining both descriptive and evaluative elements, the design ensures a thorough and objective analysis that informs the formulation of a responsive and data-driven framework for curriculum enhancement and compliance.

Locale of the Study

The study was conducted at Apayao State College, specifically in the Department of Bachelor of Science in Hospitality Management (BSHM). The said institution is located in San Isidro Sur, Luna, Apayao, which offers a program integrates academic instruction with practical hospitality training.



that

Research Respondents

The respondents include all seven (7) faculty members of the department, consisting of four (4) permanent and three (3) Contract of Service (COS) instructors who are directly engaged in teaching and resource utilization.

Research Instrument

This study will utilize Secondary Data Analysis as its primary research instrument to assess the alignment of the Bachelor of Science in Hospitality Management (BSHM) program's educational resources at Apayao State College (ASC) with the standards set by CHED Memorandum Order (CMO) No. 62, series of 2017. This instrument involves gathering, organizing, and analyzing existing institutional records, official documents, and program data to evaluate compliance and identify gaps. It is structured around six key resource areas prescribed by the CMO: administration, faculty qualification, curriculum, library resources, laboratory facilities, and industry linkages with tailored templates and tools to ensure standardization and comparability.



Data Gathering Procedure

The following procedures were observed in collecting data for the study. First, the researcher seeks formal approval from the College President to ensure ethical standards are upheld throughout the research process. Once approved, implement a Focus Group Discussion (FGD) in the department. This method was chosen for its practicality and efficiency in gathering data among faculty

RESULTS AND DISCUSSION

The institution Apayao State College uses a different ways to exhibit its compliance with the provision of CMO No. 62, s. 2017 about the leadership roles within the Hospitality Management program. Despite the CMO No. 62, s. 207 Mandated the program to assign a dean in the program, however it operates under as centralized campus dean system. Despite this structural variation, the program is effectively supervised by a highly qualified Program Chairperson whose role is to ensure the implementation of academic policies and standards outlined in the CMO.

In terms of faculty qualifications, the program closely follows CHED requirements. There are seven faculty members in the Department, consisting of four permanent faculty and three contract of service instructors. The faculty members have well rounded backgrounds, with several members holding master's and doctorate degrees aligned in the field.

Faculty development is evident through ongoing graduate studies and professional engagement and continuous professional development, including effort toward higher degree, ensures that faculty keep pace with evolving industry practices and pedagogical approaches. As noted by Ingram (1998), professional advancement among educators contributes significantly to maintaining instructional relevance in hospitality educators and support quality instruction.

The bachelor of science in hospitality management curriculum is structured logically across four academic years. Subjects for the first two semesters are founded in general education courses and progressively transitions to specialized hospitality management subjects, culminating in the required practicum. This structure ensures a balanced integration of theoretical knowledge, professional competencies, and practical training.

The institution's library resources also supports alignment with several CMO requirements. The library has a collections of 112 program related titles with a total of 160



**Journal of Social Transformation, Governance and Public
Administration (JSTGPA)**

Volume 2 Issue 2-2026

e-ISSN 3116-2916

<https://jstgc.minduraresearch.com/journal/index>

Submitted 3-2-2026: | Accepted: 5-8-2026 | Published 6-30-2026

copies, providing foundational reference materials that support hospitality management instruction. In addition, the collection includes 56 Filipiniana titles, meeting the minimum requirement stipulated in CMO 62 s. 2017. The availability of these books support the integration of local scholarship and regional perspectives into hospitality education, enriching student's understanding of Philippine tourism and hospitality contexts.

The accessibility to academic databases and journals further strengthens the program's learning resources, thus the institution should maintain subscriptions to Perlego, Gale, Tritech, and Wiley which provide BSHM students and faculty members with access to a wider range of scholarly materials related in both tourism and hospitality fields.

The library is also supported by qualified personnels, two of which are licensed librarians and an additional staff member. The presence of licensed personnel ensures the library services, research assistance, and resource management are conducted according with professional standards.

In terms of laboratory facilities, the program offers a solid foundation for practical hospitality training. In the Front office competencies, several fundamental tools and training resources are available. These tools and materials allow students to practice and perform basic front office transactions and guest service procedures. The housekeeping laboratory presents particularly strong compliance in cleaning tools and operational supplies, the laboratory facilities include multiple guestroom setups and bed linens, enabling realistic simulations of hotel room preparation and housekeeping operations. Similarly, the food and beverage section shows strengths in several service tools and equipment such as dinnerware, cutlery, glassware, linens, and adequate seating capacity allows students to practice table setting, food service operations, and banquet preparation. These hands-on training facilities reflects the importance of experiential learning in the program. As highlighted by Ingram (1998) and Raybound (1999), practice training environments allow students to strengthen operational competence, decision-making skills, and professional confidence vital for hospitality careers.

The internship program also presents strong alignment with the standard stipulated in CMO 62 s. 2017. the program follows the required 600 hours of industry immersion, partnering with selected establishments based on their compliance with CHED criteria and their ability to provide meaningful training experiences relevant to hospitality and tourism operations.

Partnership under Memorandum of Agreement is established to ensure structured collaboration between the partner-establishment and the institution. It also guarantees that student training is align with the academic objectives and industry expectations. A research emphasizes the strong industry-academe collaboration is essential for effective internship



programs and professional preparation for skill-based programs like BSHM course (Collins, 2002; Zopiat, 2012). An in-depth feedback system further strengthens the internship program of the program. Evaluations from industry supervisors, students, and faculty are collected and used to improve internship placements and learning outcomes of the student trainees, the feedback system process is vital in supporting continuous program improvement and strengthens collaboration between academic institutions and industry partners (Coco, 2000; Raymond, 2006).

During on the job training, the institution also give importance to the well-being of the students. Prior to the deployment day, students are required to submit a medical insurance and medical certificate, to check their health and mandated to undergo orientation sessions that cover workplace expectations, professional conduct, safety practices and their rights and responsibilities as a trainee to equip them with the idea on how to behave during the training. These provisions demonstrate the institution's commitment to maintaining a safe, ethical, and supportive learning environment in accordance with labor regulations and educational standards (Lam, 2002).

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the findings, Apayao State College's Bachelor of Science in Hospitality Management (BSHM) program demonstrates a commendable commitment to quality education, largely aligning with the standards set by CHED CMO 62 s. 2017, while also exhibiting areas ripe for strategic enhancement.

Areas of Strength and Compliance

- **Leadership and Faculty** - the program benefits from a highly qualified Program Chairperson and a robust faculty composition that blends advanced academic degrees with significant industry certifications and experience. reflecting a dedication to both theoretical rigor and practical relevance. This ensures strong academic oversight, theoretical rigor, and practical relevance.
- **Curriculum and Experiential Learning** - the curriculum is well-structured, logically progressing to specialized subjects. The internship program demonstrates strong compliance in formal partnerships, minimum training hours (600 hours), rigorous oversight, established feedback mechanisms, and comprehensive student welfare (insurance and orientation), critical for effective experiential learning.

Areas of deficiency and strategic enhancement



- Laboratory Facilities - the most critical area for improvement is the laboratory infrastructure. Front Office, Food and Beverage Service/Culinary Arts and Food Production Facilities suffer from significant deficiencies in modern technological equipment and specialized tools.
- Library resources - while physical spaces are adequate and Filipiniana requirements are met, the library collection shows notable gaps in modern resources, particularly the lack of specialized journals subscriptions and inadequate electronic resources. This hinders the development of a research-intensive learning environment.

Framework for Curriculum Enhancement and Compliance (Conceptualized Components)

The framework is based on addressing the critical deficiencies identified in the compliance report concerning facilities, resources, and industry linkages.

Component of the Framework	Basis (Gap/Deficiency)	Strategic Action (Recommendation)
I. Human Capital and Sustenance Development	Leadership and Faculty (Area of Strength): Program benefits from highly qualified Program Chairperson and faculty blending advanced degrees with industry certifications.	Sustain and Build Capacity: Sustain and build upon the strength of the Program Chairperson and faculty by encouraging ongoing graduate studies and continuous professional development.
II. Resource Augmentation (Library)	Library Resources: Notable gaps in modern resources, particularly a lack of specialized journal subscriptions and inadequate electronic resources, which hinders a research-intensive environment.	Strengthen Specialized Subscriptions: Expand journal coverage to include 3-5 specialized journals in tourism and hospitality to ensure comprehensive exposure to cutting-edge research.
III. Industry Linkage Diversification	Functional Area Immersion: While core rotations are compliant, not all students	Strategic Partnership Expansion: Actively seek and establish MOA/MOU with a



	are exposed to all functional areas mandated by CMO 62 s. 2017 (specifically lacking in travel, sales, and events management).	broader range of Host Training Establishments (HTEs) that can provide immersion opportunities in all functional areas mandated by CMO 62 s. 2017.
IV. Infrastructure and Technology Modernization	Laboratory Facilities (Most Critical Deficiency): Significant lack of modern technological equipment and specialized tools in Front Office, F&B Service/Culinary Arts, and Food Production.	I. Acquire and Integrate Industry-Grade Technology: Immediately acquire specialized equipment such as Property Management Systems (PMS) software (e.g., Opera), EFTPOS machines, credit card imprinters, modern kitchen tools, specialized dinnerware, and espresso equipment. This facilitates realistic simulation of contemporary hotel operations.

The framework aims to serve as a strategic tool for institutional planning, resource allocation, and academic program development, supporting the broader goals of achieving SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) by fostering a responsive, industry-aligned, and globally competitive hospitality education program

Recommendations

To ensure the Bachelor of Science in Hospitality Management program at Apayao State College achieves comprehensive compliance with CHED CMO 62 s. 2017 and elevates its overall quality, the following recommendations:

1. To the administration, sustain and build upon the strength of the Program Chairperson and faculty encouraging ongoing graduate studies and continuous professional development.
2. For library, strengthening journal subscriptions remains paramount. Expand coverage to include 3-5 specialized journals in tourism and hospitality to ensure comprehensive exposure to cutting-edge research.



3. For infrastructure, it is critical to immediately address the significant deficiencies in specialized and technological equipment across all laboratory areas, including Front Office, Food & Beverage Service/Culinary Arts, and Food Production. This includes acquiring Property Management Systems (PMS) software (e.g., Opera), EFTPOS machines, credit card imprinters, modern kitchen tools, specialized dinnerware, and espresso equipment to facilitate realistic simulation of contemporary hotel operations and prepare graduates for the technologically advanced industry.
4. To partner agencies, while core rotations are ensured, the program must actively seek and establish MOA/MOU with a broader range of Host Training Establishment that can provide immersion opportunities in all functional areas mandated by CMO 62 s. 2017.

REFERENCES

- Baum, T. (2007). *Human resource management in tourism: A practitioner's approach*. Butterworth-Heinemann.
- Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. Jossey-Bass.
- Bland, C. J., & Bergquist, W. H. (1997). *The faculty development handbook*. Jossey-Bass.
- Busby, G. (2003). Tourism and hospitality internships: A critical review. *Journal of Vocational Education and Training*, 55(3), 323–336.
- Coco, M. (2000). Internships: A try-before-you-buy arrangement. *National Association of Colleges and Employers Journal*, 60(3), 52–57.
- Collins, A. B. (2002). The nature of hospitality internships: A review of the literature. *Journal of Hospitality & Tourism Education*, 14(3), 4–15.
- Commission on Higher Education. (2017). *CMO No. 62, series of 2017: Policies, standards and guidelines for the Bachelor of Science in Hospitality Management program*.
- Commission on Higher Education. (2020). *State of higher education report*.
- Crossman, J. E., & Clarke, M. (2010). International internships: Enhancing employability and cultural capital. *Asia-Pacific Journal of Cooperative Education*, 11(2), 80–87.
- Department of Tourism Philippines. (2023). *National tourism development plan 2023–2028*.
- Hayes, D. K., & Miller, A. A. (2011). *Hotel operations management*. Pearson Higher Education.
- Hsu, S. S., & Lee, H. A. (2018). Industry-university collaboration for hospitality education. In *Research anthology on hospitality and tourism management*. IGI Global.



**Journal of Social Transformation, Governance and Public
Administration (JSTGPA)**

Volume 2 Issue 2-2026

e-ISSN 3116-2916

<https://jstgc.minduraresearch.com/journal/index>

Submitted 3-2-2026: | Accepted: 5-8-2026 | Published 6-30-2026

Ingram, H. (1998). Experiential learning and the hospitality curriculum. *Journal of Hospitality & Tourism Education*, 10(1), 59–64.

Jones, P., & Susskind, A. M. (2018). *The Routledge handbook of hospitality management*. Routledge.

Kezar, A. J. (2004). What is the institutional-level impact of decentralization? A multi-case study of two community colleges. *Community College Review*, 32(4), 1–21.

Kuzmanovska, M., & Atanasova, E. (2012). The role of internships in tourism and hospitality education. *Journal of Environmental Management and Tourism*, 3(2), 80–87.

Lam, T., & Ching, L. (2002). An investigation of students' perceptions of the effectiveness of a hospitality internship program. *Journal of Hospitality & Tourism Education*, 14(2), 22–31.

Pfeffer, J., & Salancik, G. R. (1978). *The external control of organizations: A resource dependence perspective*. Harper & Row.

Philippine Qualifications Framework. (2012). *PQF implementing guidelines*. PQF National Coordinating Council.

Raybould, M., & Butler, G. (1999). The curriculum for hospitality and tourism management: A conceptual framework. *Journal of Teaching in Travel & Tourism*, 1(3), 1–22.

Raymond, C., & Leiper, N. (2006). Internships for tourism undergraduates: A qualitative perspective. *Tourism Recreation Research*, 31(3), 69–76.

Ruhanen, L., & Cooper, C. (2003). Learning, knowledge and tourism education. *Journal of Travel Research*, 42(2), 162–171.

Teng, Y. P., & Hu, C. (2006). An investigation into the role of technology in hospitality education. *Journal of Hospitality & Tourism Education*, 18(4), 16–24.

Tetteh, G. A., & Owusu-Mensah, S. (2019). The role of academic leaders in enhancing the quality of academic programs in higher education institutions. *International Journal of Educational Leadership and Management*, 7(1), 1–17.

United Nations Sustainable Development Goals. (2015). *Transforming our world: The 2030 agenda for sustainable development*.

UN Tourism. (2019). *Tourism and education: Preparing for jobs of the future*.

Zopiatis, A., & Constanti, P. (2012). Hospitality internships: An expose of the Cypriot experience. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 11(2), 111–120.



**Journal of Social Transformation, Governance and Public
Administration (JSTGPA)**

Volume 2 Issue 2-2026

e-ISSN 3116-2916

<https://jstgc.minduraresearch.com/journal/index>

Submitted 3-2-2026: | Accepted: 5-8-2026 | Published 6-30-2026